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ABSTRACT

The annual report describes goals and objectives, implementation procedures, and results, evaluation, and recommendations of the Piedmont Virginia Community College project to improve vocational guidance and counseling for handicapped students. The project had the following goals: to provide an opportunity for key faculty, staff, counselors, and students to learn appropriate techniques to communicate with and become more aware of handicapped students; to develop a method of identifying handicapped students and notifying faculty to aid in the students' smooth transition into their chosen curriculum; and to investigate the need for a coordinated community effort in the vocational placement and referral of handicapped individuals. Objectives were implemented through an intensive 4 day sign language workshop and a 1 day handicapped awareness class, implementation of an early notification system for faculty who will be teaching handicapped students, and a community luncheon for area professionals involved with vocational placement of the handicapped. Appended are forms and materials used in the program. (DB)

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Annual Report

Special Needs for Special People: Improving Vocational Guidance and Counseling for the Handicapped

An Exemplary and Innovative Project
Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

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July 1, 1980

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ABSTRACT

I. Title of Project: Special Needs for Special People: Improving Vocational Guidance and Counseling for the Handicapped

II. Time of Project: November 19, 1979 - June 30, 1980

III. Goals and Objectives of the Project:

1. To provide an opportunity for key faculty, staff, counselors and students to experience and learn appropriate techniques to communicate with, and heighten their awareness of, handicapped individuals.
2. To develop a method of identifying handicapped students and to formulate an early notification process for faculty to aid in the students smooth transition into their chosen curriculum.
3. To investigate the need for a co-ordinated community effort in the vocational placement and referral of handicapped individuals.

IV. Procedures of Implementation:

1. To develop and implement an intensive "sign language" workshop for PVCC faculty, staff, and students to heighten their awareness of handicapped needs.
2. To develop and implement an outreach program, staff development and handicapped awareness classes for college credit.
3. To identify and visit colleges with a model program of identification and early notification of handicapped students, and conduct preliminary ground work toward future implementation of a co-ordinated handicapped referral program.

V. Results and Accomplishments: As of June 30, 1980 the following activities have been completed for each objective:

1. Objective #1: The Intensive Sign Language Workshop was held May 8-11, 1980. The Handicapped Awareness class was conducted on March 27, 1980. Planning is underway for fall workshops and outreach.
2. Objective #2: An early notification system has been implemented and found satisfactory. Future expansion with larger numbers of disabled students is anticipated.
3. Objective #3: The Community Luncheon was held April 25, 1980. It was found that no additional organization was needed.

VI. Evaluations through questionnaires, follow-up meetings and comparisons to original objectives all show a successful project with excellent potential for continuation.

VII. Conclusions/Recommendations: The Handicapped Awareness Class, early notification systems and deaf signing training were major successes of the project and should continue. The gathering together of area professional involved with vocational placement of the handicapped should be conducted on an annual basis.

Special Needs for Special People:
Improving Vocational Guidance and Counseling for the Handicapped

I. Overview of Problem Areas Addressed by the Project:

Piedmont Virginia Community College (PVCC) has made every effort to continually serve its student body in whatever capacity that seems appropriate. This project is a part of the continuing concern to supply the best educational service to all its students. PVCC is in full support and compliance with Public Law #504 which mandates non-discrimination against handicapped persons. Not being satisfied with simple compliance, the counseling staff has taken a look at areas that the college can improve with respect to serving the handicapped and this project represents some beginning steps toward those improvements.

PVCC being a small institution has had a proportionately small population of handicapped students and they have received service on an individualized but uncoordinated basis. The objectives of this project speak to some of the major areas of concern, to include communication, early notification and placement of handicapped students.

The counseling staff has had representatives in the past participate in manual signing classes but we presently have no one who is adept at communicating with the deaf. The intensive signing workshop is intended to lay original groundwork for a core of key individuals on campus to become better deaf communicators.

An early notification process has been needed at PVCC to coordinate the notification of faculty regarding handicapped students. If special accomodations, modifications, or assistance is required for a particular course it would be helpful to begin this process as early as possible to help the student have a smooth transition into the classroom setting. We plan to improve the recently implemented process through site visitation and administrative work sessions.

PVCC has had little problem with placement of its graduates and has been quite successful through its cooperative education program. A concern has been raised within the community regarding placement of handicapped individuals in the job market in general. PVCC plans to conduct a preliminary luncheon meeting to assess the need for a coordinated function with regard to handicapped placement in this region (Planning District #10). This is meant to be a single session to lay some initial groundwork for future efforts in the area of job placement for the handicapped in our service area.

II. The Project Objectives:

1. To provide an opportunity for key faculty, staff, counselors and students to experience and learn appropriate techniques to communicate with, and heighten their awareness of, handicapped individuals.
2. To develop a method of identifying handicapped students and to formulate an early notification process for faculty to aid in the students smooth transition into their chosen curriculum.
3. To investigate the need for a co-ordinated community effort in the vocational placement and referral of handicapped individuals.

III. The Project Design:

This section includes project objectives, target populations and procedures for planning and implementation of each activity.

Objective #1

Regarding PVCC's service to the handicapped and the awareness of faculty, staff and student to the need of handicapped individuals within our community.

Target Population:

Faculty, staff, counselors and students at PVCC (Approximately 3,500 persons).

Strategies:

A. To develop and implement a four day intensive signing workshop for 8-10 selected PVCC faculty, counselors, staff and students. These individuals would represent a task force for handicapped concerns. The workshop would be similar to foreign language workshops allowing interaction through sign language. The workshop would help to train people in signing but, moreover, it would heighten awareness of obstacles encountered by handicapped persons.

Two consultants from Gallaudet College, Ms. Betty Colonomos and Ms. Martina J. Bienvenu conducted this extraordinary workshop May 8-11, 1980. Both consultants have conducted similar workshops nationwide. Participants were not allowed to speak, write or finger spell from Friday morning through Sunday afternoon. The result was that all participants become proficient in communicating non-verbally and developed a "vocabulary" of some two to three hundred signs.

B. To develop a workshop focusing upon handicapped awareness to be conducted by the signing workshop participants and to be presented to other faculty and staff in the Fall.

A follow-up meeting for the intensive signing workshop was held on May 19, 1980 and some preliminary plans were discussed to keep up the level of communication between participants. Final arrangements for the Fall presentation will be made this summer.

C. To conduct outreach programs within the community and Faculty Planning Period, 1980 informing handicapped persons of the facilities at the college. These programs would utilize skills developed during the intensive workshop.

This objective will be an ongoing concern to the college and both informational and recruitment programs will be considered for the coming year.

D. To develop and implement a handicapped awareness program for college credit. A consultant would present structured role playing experiences to increase student awareness of the concerns of the handicapped. The program would be available to the entire college population.

Ms. Marianne Cashatt, Director of Special Services at Woodrow Wilson Rehabilitation Center consulted in the presentation of a Handicapped Awareness Workshop for college credit. This one day workshop was attended by a total of 38 individuals. A keynote panel discussion followed by various exercises and activities helped to make this truly a meaningful experience for those present. The evaluations were extraordinary and we received many phone calls requesting that the course be offered again. See Appendixes A-H for materials connected with this course.

Objective #2

Regarding the identification, service, and instruction of handicapped students at PVCC.

Target Population:

PVCC counselors, faculty and support staff (75 persons)

Strategies:

A. To identify and visit a college that has an exemplary handicapped identification and early notification process. Provide for a site visitation for the project director and two members of the college community.

After reviewing what information we had on other colleges and after consulting Woodrow Wilson Rehabilitation Center and individuals in the Department of Rehabilitative Services, it was decided that a site visitation was not needed. The pressing requirements of the end of the year rush and finalization of grant management made a trip to another college difficult, and after careful consideration and some lengthy telephone calls, we decided to postpone any further investigation into early notification programs at this time.

B. To conduct preliminary meetings for key faculty and administration to evaluate PVCC's present policies and to lay groundwork for future implementation of change. To provide a forum for the development of a viable method of giving advanced notice to faculty enabling them to make any necessary preparations needed for instruction of the handicapped.

An initial early notification referral form has now been adopted by the college. Any individual that has a disability that may interfer with their normal course of study is referred to the counselor liaison. This counselor will assess what special needs the student has and notify the Dean of Instruction and appropriate faculty members of any adaptations that are required. The process is fairly informal and conducted on a case by case basis in an effort to provide the most help to the student and cause the least amount of inconvenience. (See Appendix I).

Objective #3

Regarding the role of PVCC and area agencies in the vocational planning and placement of handicapped individuals.

Target Population:

PVCC counselors, faculty and area representatives from each of the agencies involved with service to the handicapped (approximately 30 persons).

Strategies:

A. To sponsor a luncheon for area professionals from organizations such as: Virginia Employment Commission, Workshop V, Department of Vocational Rehabilitation, the University of Virginia, local school systems, the Virginia Association of Rehabilitation Facilities, and any other interested agencies. This luncheon would be used to access the needs for coordinated placement and referral services.

A luncheon was held on April 25, 1980 at which approximately thirty area representatives had an opportunity to gather together and discuss their role in finding employment for disabled individuals and the need for some "co-ordinated" placement and referral service. This was a most enlightening session. It became very clear that there is already, in place, a good working relationship across the various agencies in the community. The high school and college counselors were largely ignorant of the various functions of these agencies and how they interacted. The luncheon was most useful to open communication between the schools and a cross-section of the area service organizations. A co-ordinated placement function was obviously already functioning and future development of such a system was unnecessary. It was concluded that similar meetings at least on a yearly basis would be beneficial for communication and clarification of area resources. The original intent of this objective was developed through two area agencies that had some feeling that they may be working in cross purposes to each other. Since these contacts, approximately one year ago, one agency has hired a full time placement co-ordinator and the agencies seem to be complementing each other. (See Appendix J-L).

B. To identify an exemplary community project of the type identified in the luncheon and make future plans to survey that community and gather the area representatives again for possible implementation of a model program.

This objective was considered unnecessary in light of the obvious good interaction between area agencies. The general consensus at the group meeting was that further organization or co-ordination could prove more of a hinderance to effective working relationships rather than a help.

IV. Results and Accomplishments of the Project:

A. In regards to Objective #1:

The Intensive Signing Workshop held in connection with this objective was clearly one of the most significant accomplishments of the project. The methodology employed by the two consultants from Gallaudet College made it possible for each participant to become comfortable and feel confident in their ability to communicate with deaf people. We were given a rare opportunity to learn some basic American Sign Language (A.S.L.) as opposed to Signed English Cued Speech, or finger spelling. The intent of the workshop was not to become proficient in any form of deaf sign language but as a result the participants did become excellent communicators.

This is a most valuable cadre of individuals both for the college and for the community. The enthusiasm and commitment shown both by the participants and the consultants were clearly a major contribution to the success of this objective.

Probably the most visible component of this project campus wide was the presentation of the Handicap Awareness Class which was also a part of Objective #1. Ms. Cashatt organized a panel of individuals representing a broad range of disabilities from deafness to spinal cord quadriplegia. These people gave a frank account of the effects of their disability and answered questions from the class. This was the first experience for most of the class members to talk frankly with a disabled person and be able to ask pointed questions. Through the day, with the use of exercises, structured experiences and audio-visual aids, class members learned more about the myths and realities of disabilities. They also had an opportunity to experience some of the mobility problems of a wheelchair bound person, a blind person and several hearing and vision imparities.

The success of this class was fantastic. Clearly all those involved were thrilled with the experience and left with a heighten awareness of the handicaps a disabled persons may encounter in our society.

B. In regard to Objective #2:

Objective #2 was satisfied very early in the project. P.V.C.C. has a small population of disabled individuals, very few of whom need special consideration in a classroom or laboratory setting. One benefit that will hopefully develop from more completely serving these individuals will be to expand Piedmont's service to a broader range of individuals in our community. While it was not practical to make the originally planned visitations, we feel confident that a good workable system is now in effect and that we are prepared to cope with more profound needs of some disabled individuals. The establishment of a disabled liaison counselor has done mucy to focus these efforts and the referral program has been most helpful in selective cases already.

C. In regard to Objective #3:

The original intent of this objective was to simply lay groundwork for what seemed to be a fairly necessary but involved development of a co-ordinated placement process for disabled individuals. As it turned out the meeting satisfied the intent of the objective. What appeared to be a significant problem with regards to placement of disabled persons, particularly out of the high school, turned out to be merely mis-communication. The meeting accomplished a great deal in allowing helping professionals to sit down together and share what they do and explain how the "system" works. Much was done to clear the air and to give the school counselors much needed information on how to seek further help for their students.

It was clear that the system was working and there was no need to encumber the process by further organization.

V. Evaluation:

At the writing of this report all the objectives have been satisfied, with the exception of the fall faculty workshop and those portions of the project that were intended to continue past the closing date of the grant.

A careful evaluation was made of the Handicap Awareness Class through two student forms. (See Appendix M and N). In a computation of these results 100% said the objectives were clear with 99% feeling they were met. Also 76% described the course as excellent, 24% good, 0% fair, and 0% poor. People felt compelled to write comments even where none were requested; a sample of which follows:

"Very Informative and Helpful"
"I enjoyed the day and feel I understand disabilities better."
"I really enjoyed the class and think I will certainly be more aware of people with disabilities."
"Very Good!"
"Very informative, helped me appreciate what disabled people have to contend with."
"Very impressed overall"
"Enjoyed"
"I would recommend this course to anyone."
"I very much enjoyed the experience."
"Everyone should take this workshop."

Even when requested to state "the least valuable part of this class" the students had trouble identifying negatives. The total responses to this question were as follows (many did not respond at all):

None	This Form
Nothing	There weren't any
Coffee & Donuts	Can't think of any
N/A	Would like to see a class on mental disabilities
Lunch	Handouts
I saw none	Wheel Chair Ride, I had previous experience, however

One suggestion on how to improve the course which was mentioned in the class and appeared on several forms was to include more on mental disabilities. This was a clear weak point; we concentrated almost entirely on physical disabilities and probably should have concentrated some more on the mental aspects.

We also conducted an intensive six hour follow-up evaluation and work session on the signing workshop. This was clearly a very meaningful experience for all those participating. We made an audio tape of much of the follow-up session and the evaluation presented by the participants was truly an emotional commendation for the whole experience. We were all delighted that not only did the participants feel that this was a peak experience but so did the consultants. They felt that this group progressed incredibly fast and worked remarkedly well together.

These two events, the class and the Signing Workshop were the two most "evaluative" portions of this project. The remaining portions can be considered only on subjective manner and seem to have well satisfied the objectives. The only major portion of this project that was not completed was the site visitations that seemed not to warrant the expense and time commitment.

VI. Conclusions/Recommendations:

The original intent of this project was to help improve the vocational guidance of disabled persons here at P.V.C.C. Through better communication, college and community awareness and better educational services, this project has clearly succeeded. P.V.C.C. has an ongoing commitment to all the citizens in its' service region and the programs begun in this project should definitely be continued.

It was clear that the Handicap Awareness course answered a need on campus and this course should definitely be offered at least once a year. The Intensive Signing Workshop has established a group of individuals who may meet on a regular basis to retain and increase their skills in deaf communication. This is a positive step toward reaching out to the deaf community in our region and providing access to more vocational and education opportunities.

The community luncheon for placement professionals dealing with disabled persons was a badly needed function to articulate proper access and referral to appropriate individuals and agencies in the region. The one meeting did much to educate counselors to what other professionals were doing and to open communications. It would be helpful to host such a meeting on an annual basis to help promote this communication and interaction.

The early notification process for disabled students entering P.V.C.C. will definitely be an ongoing commitment. Possible changes or improvements will inevitably evolve but the informal process used at present is adequate and productive. Hopefully a large number of disabled students will be coming to P.V.C.C. at which time more structure would be required.

This project was indeed successful. The total cost of the programs and materials was less than anticipated. This combined with the cancellation of visitation trips made it possible to conduct the whole project considerably under budget. The fact that we were able to provide so much with the relatively small amount of funds helps to insure the continuation of these programs after the grant period is over.

APPENDIX-A

GENERAL 100- One credit

HEAR SOMEONE WITH YOUR EYES
SEE WITH YOUR TOUCH
SPEAK WITH YOUR HANDS

EXPERIENCE WHAT IT'S LIKE TO USE OTHER SENSES AND ALTERNATIVE METHODS OF MOBILITY. ATTEND THE HANDICAPPED AWARENESS WORKSHOP. STUDENTS WILL BE EXPOSED TO VARIOUS EXPERIENCES AND EXERCISES DESIGNED TO HEIGHTEN THEIR AWARENESS OF THE UNIQUE WAYS THAT HANDICAPPED INDIVIDUALS INTERACT WITH THEIR ENVIRONMENT.

CLASS MEETS ONCE SATURDAY, APRIL 12, 1980 - 9:00 am - 4:30 pm
AT PIEDMONT VIRGINIA COMMUNITY COLLEGE PVCC
REGISTER AT PVCC MARCH 27 OR REGISTER MORNING OF CLASS, APRIL 12.

REGISTRATION FEE:
$8.50 PVCC STUDENT
$13.50 NEW STUDENT

FOR MORE INFORMATION - CONTACT JOHN CALLANDER -
OFFICE ext. 311

Piedmont Virginia Community College

Route 6, Box 1A, Charlottesville, Virginia 22901 (804) 977-3900

Affirmative Action/Equal Opportunity Institution

APPENDIX-B

SCHEDULE
PIEDMONT VIRGINIA COMMUNITY COLLEGE
Handicap Awareness Workshop
Saturday, April 12
GENL 100

9:00 - 9:30	Registration - Coffee and Donuts
9:30 - 10:00	Case Studies and Tests - Room #132
10:00 - 11:00	Panel Discussion
11:00 - 12:30	Exercises - Campuswide
12:30 - 1:30	Lunch on Your Own
1:30 - 2:30	Movie and Reactions
2:30 - 3:30	Materials and Handouts
3:30 - 4:30	Animal School, Evaluation, Adjourn

APPENDIX-C

" ANIMAL SCHOOL "

Once upon a time the animals had a school. They had four subjects - - - running, climbing, flying, and swimming - - - and all the animals took all the subjects.

The duck was very good at swimming - - - better than the teacher, in fact. He made passing grades in running and flying, but he was almost hopeless in climbing. So they made him drop swimming to practice more climbing. Soon he was only average in swimming. But average is still OK and nobody worried about it much - - - except the duck. The eagle was considered a trouble-maker. In his climbing class he beat everybody to the tope of the tree, but he had his own way of getting there which was against the rules. He always had to stay after school and write "Cheating Is Wrong" 500 times. This kept him from going soaring, which he loved. But schoolwork comes first. The bear flunked because they said he was lazy, especially in winter. His best time was summer, but school wasn't open then. The penquin never went to school because he wouldn't leave home and they wouldn't start a school out where he lived. The zebra played hookey a lot. The ponies made fun of his stripes and this made him very sad. The kangaroo started out at the top of his running class but got discouraged trying to run on all fours like the other kids. The fish quit school because the was bored. To him all four subjects were the same, but nobody understood that. They had never been a fish.

The squirrel got A's in climbing, but his flying teacher made him start from the ground up instead of the treetop down. His legs got so sore practicing takeoffs that he began getting C's in climbing and D's in running. But the bee was the biggest problem of all, so the teacher sent him to Dr. Owl for testing. Dr. Owl said that the bee's wings were just too small for flying, and besides they were in the wrong place. But the bee never saw Dr. Owl's report, so he just went ahead and flew anyway. I think I'm kinda like the bee. How about you?

- - - Frank Wells

APPENDIX-D

THREE CASE STUDIES

Read the following brief descriptions of children and using your best clinical intuition and experiential judgement, attempt to predict their future development. In five years would you expect them to be functioning as (1) gifted, (2) average-normal, (3) psychotic, (4) neurotic, (5) delinquent or (6) mentally deficient persons? Circle the number corresponding to your judgement in each of the following cases.

Case 1: Girl, age sixteen, orphaned, willed to custody of grandmother by mother, who was separated from alcoholic husband, now deceased. Mother rejected the homely child who has been proven to lie and to steal sweets. Swallowed penny to attract attention at age five. Father was fond of child. Child lived in fantasy as the mistress of father's household for years. Four young uncles and aunts in household cannot be managed by the grandmother, who is widowed. Young uncle drinks, has left home without telling the grandmother his destination. Aunt, emotional over love affair, locks self in room. Grandmother resolves to be more strict with granddaughter since she fears she has failed with her own children. Dresses granddaughter oddly. Refused to let her have playmates, puts her in braces to keep back straight. Did not send her to grade school. Aunt on paternal side of family crippled; uncle asthmatic.

1 2 3 4 5 6

Case 2: Boy, senior year secondary school, has obtained certificate from physician stating that nervous breakdown makes it necessary for him to leave school for six months. Boy not good all-around student; has no friends; teachers find him a problem; spoke late; father ashamed of son's lack of athletic ability; poor adjustment to school. Boy has odd mannerisms, makes up own religion, chants hymns to himself; parents regard him as "different".

1 2 3 4 5 6

Case 3: Boy, age six, head large at birth. Thought to have had brain fever. Three siblings died before his birth. Mother does not agree with relatives and neighbors that child is probably abnormal. Child sent to school -- diagnosed as mentally ill by teacher. Mother is angry -- withdraws child from school, says she will teach him herself.

WHAT DISABLED PEOPLE HAVE DONE

Most of us are aware of what some or all of the following individuals have accomplished but few are aware of the various disabilities these people had to overcome. Take a moment and match the individual with their accomplishments. Then in the next set of blanks, guess the respective disability they overcame.

	Accomplishment:	Disability:
Megellan	_____	_____
Lord Nelson	_____	_____
F. D. Roosevelt	_____	_____
Wilma Rudolph	_____	_____
Beethoven	_____	_____
Alexander G. Bell	_____	_____
Milton	_____	_____
Sarah Bernhardt	_____	_____
Stephen Hopkins	_____	_____
Humprey Dary	_____	_____
Handell	_____	_____
Thomas Edison	_____	_____
Toulouse Lautree	_____	_____

A. Won the Battle of Trafalgar
B. Composed the Ninth Symphony
C. Invented the telephone
D. Won three Gold Olympic Medals
E. Composed the Messiah
F. Signed the Declaration of Independance
G. One of the world's greatest actresses
H. Served as President of the U.S.A.
I. Famous French poster painter
J. Invented the light bulb
K. Wrote Paradise Lost
L. First to sail around the world
M. Discovered Sodium and Potassium

WHAT DISABLED PEOPLE HAVE DONE

Most of us are aware of what some or all of the following individuals have accomplished but few are aware of the various disabilities these people had to overcome. Take a moment and match the individual with their accomplishments. Then in the next set of blanks, guess the respective disability they overcame.

	Accomplishment:	Disability:
Megellan	L	Lame
Lord Nelson	A	Amputee
F. D. Roosevelt	H	Paralysis
Wilma Rudolph	D	Polio
Beethoven	B	Deaf
Alexander G. Bell	C	Deaf
Milton	K	Blind
Sarah Bernhardt	G	Amputee
Stephen Hopkins	F	Palsy
Humprey Dary	M	Lame
Handell	E	Blind
Thomas Edison	J	Deaf
Toulouse Lautree	I	Disfigured

A. Won the Battle of Trafalgar
B. Composed the Ninth Symphony
C. Invented the telephone
D. Won three Gold Olympic Medals
E. Composed the Messiah
F. Signed the Declaration of Independance
G. One of the world's greatest actresses
H. Served as President of the U.S.A.
I. Famous French poster painter
J. Invented the light bulb
K. Wrote Paradise Lost
L. First to sail around the world
M. Discovered Sodium and Potassium

APPENDIX-G

THE FOLLOWING EIGHT PAGES WERE TAKEN FROM

EVERYBODY COUNTS:
A WORKSHOP MANUAL TO INCREASE AWARENESS OF HANDICAPPED PEOPLE
PUBLISHED BY, THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, Virginia 22091
Copyright 1979

COMMUNICATION WITHOUT SPOKEN WORDS

Objectives:

1. To facilitate communication among participants.
2. To increase awareness of people with no speech.
3. To give participants practice in non-verbally expressing a need.

Group Size:

Pairs - any number.

Time Required:

Approximately 15 minutes.

Materials:

None required.

Physical Setting:

Room large enough for dyads to be seated comfortably and to move freely.

Procedure:

1. Participants are told, "Find someone in the room whom you would like to meet and without using spoken words, sounds, or writing, let them know you would like to get acquainted."
2. After two to three minutes, participants are told, "Now that you have found another person, sit down facing one another and introduce yourself by telling your partner something about yourself, but remember, you cannot use words or spoken sounds."

Follow-up:

After about five minutes, leader states, "Now you may use words. See if you were able to understand what your partner was saying. Also share how it felt not to use spoken words, why you chose the way you did to introduce yourself, and perhaps, why you chose the partner you did." The whole group can relate how it felt trying to understand a non-talking person. The group is asked to consider what the objectives of the exercise might have been.

Comment:

This exercise is a good icebreaker for most workshops.

WALK A STRAIGHT LINE

Objectives:

1. To experience the frustration of perceptually handicapped or "clumsy" children.
2. To experience a frustrating situation.

Group Size:

10 or fewer is recommended as only one participant at a time performs the task.

Time Period:

Approximately 10-15 minutes, (depending on group size).

Materials:

1. 5 to 7 chairs
2. 20 diopter prisms with left displacement.*

Physical Setting:

Moderately large room with 5 to 7 chairs placed in such a way as to form a fairly narrow path through a maze. (See Figure 5.)

Procedure:

1. The objectives are briefly discussed.
2. Participants put on prisms one at a time.
3. They are told to take turns and walk the path but try not to touch the chairs while going through the maze.
4. The facilitator stands at the other end of the "chair maze" and instructs each participant to count the number of fingers flashed (two-three-one, etc.) and asks each participant to name them while attempting to walk through the maze. The finger flashing keeps the participants' view and related perception at a high level of distortion, increasing frequency of chair bumps.

Follow-up:

Follow-up discussion should relate to the objectives. These questions could be asked:

1. "How did it feel when you unexpectedly banged yourself on a chair?"
2. "Did you notice if you had trouble with your balance?"
3. "How could we relate this to a type of handicap?"

* These prisms can be ordered from an optical supply company, but they are relatively expensive. Most departments of psychology or physics at a local college or university would have them and may lend them for the exercise. Prisms should be attached to a pair of goggles or noncorrective glasses.

FEARS AND HANDICAPS*

Objectives:

1. To explore common fears about different handicaps
2. To determine which handicap is feared the most
3. To explore the realistic basis for these fears

Group Size:

Flexible.

Time Period:

Approximately 30 minutes.

Materials:

Marker and large sheet of paper (to be taped on wall).

Physical Setting:

Average Room.

Procedure:

1. Participants are asked, "Which handicap would you fear the most if it happened to you?"
2. Facilitator polls participants on who would fear each handicap and writes tally number next to the handicap.
3. Facilitator writes responses on paper.

Follow-up:

Participants are asked to discuss the basis for their fears. Expect personal experiences, family or friends to be mentioned related to feelings about handicap fears. Facilitators should be prepared to provide factual information concerning the various handicaps.

* This general exercise may be used to supplement and/or conclude a workshop.

READING MADE UNEASY

Objectives:

1. To experience learning when the difficulty of the task is very high.
2. To develop an awareness of the frustration of a learning situation experienced by a retarded or learning disabled student.
3. To generate a better understanding of why some children avoid specific tasks, give up or dislike particular subjects, dislike school related activities or develop failure syndromes.

Group Size:

Flexible.

Time Period:

20-30 minutes.

Materials:

1. Enough copies of each of the four poems demonstrating:
   a. syntax or the reversal of words in a sentence (Handout 5);
   b. transpositions or disorders of visual sequence (Handout 6);
   c. reversals, inversions and rotations of letters (Handout 7);
   d. combination of all of the above (Handout 8).

Physical Setting:

Average size room.

Procedure:

1. Participants are instructed to sit in a circle.
2. The first poem is handed out and participants are asked to read one at a time.
3. After participants have time to analyze the first poem, the second poem is handed out.
4. The same process is continued with all four poems.
5. At the end of the exercise, the facilitator explains:
   a. "The first poem was a simple example of a problem with syntax, or in other words, the reversal of words in a sentence."
   b. "The second poem was an example of transpositions or disorders of visual sequence."
   c. "The third poem was an example of reversals, inversions and rotations of letters."
   d. "The last poem involved all three previous types of reading problems. Children having reversal problems seldom have just one kind of problem. Usually, it is a combination of several different types of problems."

Follow-up:

Facilitator elicits from group feelings related to experience of reading difficulty.

HANDOUT 5

I a know little cupboard
with teeny a key tiny
and there's jar a lollypops of
for me, me, me.

It a has little my, shelf dear
as dark as dark be can,
and there's dish Banbury of Cakes
for me, me, me.

I have a small grandmama
with very a knee slippery
and keeper she's of cupboard the
with the key, key, key.

HANDOUT 6

The strom came pu os very quikc
it coulnd't haev been quikcre
I should have rbought ym aht along
I hsould haev rbought ym lsikcre.

Ym hari si wet ym feet are wte
I couldn't eb muhc wettre
I fell niot a rivre once
Btu thsi si even bettre.

HANDOUT 7

I LIKE TO SEE

THE PUPPIES JUMP

AND BUMP

SOME ARE THIN

AND SOME ARE PLUMP

THEY'RE MADE OF WOOD

I WISH I COULD

MAKE THEM JUMP

HANDOUT 8

HERE I GO IN MY SWING

AS HIGH AS EVER

I MAKE THE KING OF THE SLIDE

AND THE KING

OF NEXT TWO

AN UNFAIR HEARING TEST

Objectives:

To experience a hearing loss and the resulting frustration.

Group Size:

Flexible.

Time Period:

Approximately 20 minutes.

Materials:

1. One pencil per participant.
2. Enclosed tape cassette entitled, "An Unfair Hearing Test."*
3. Tape recorder.
4. Copies of the answer sheets (Handout 9).
5. One clip board per participant (optional).

Physical Setting:

Average-sized room.

Procedure:

1. Participants are asked to sit in a circle around the recorder.
2. The objectives are briefly stated.
3. The answer sheets are distributed.
4. Participants are told to follow the instructions on the recording.
5. The recording is started.

Follow-up:

When the recording is finished, the entire group discusses their experiences.

The facilitator provides a chart with the following words from "An Unfair Hearing Test" so that the participants can compare their answers:

1. Fill
2. Catch
3. Thumb
4. Heap
5. Wise
6. Wedge
7. Fish
8. Shows
9. Bed
10. Juice

* From the recording "Getting Through. A Guide to Better Understanding of the Hard of Hearing," edited by Aram Glorig. Copyright 1971, Zenetron, Inc., manufacturer of Zenith and Zenetron Hearing Instruments. Reproduced with permission.

HANDOUT 9

Answer Sheet

Band 4–An Unfair Hearing Test

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

FOLD AND TEAR ON DOTTED LINES

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

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...When you meet a person who has a disability

Remember that a person who has a disability is a person--like anyone else.

Relax. If you don't know what to do or say, allow the person who has a disability to help put you at ease.

Explore your mutual interests in a friendly way. The person likely has many interests besides those connected with the disability.

Offer assistance if asked or if the need seems obvious, but don't overdo it or insist on it. Respect the person's right to indicate the kind of help needed.

Talk about the disability if it comes up naturally, without prying. Be guided by the wishes of the person with the disability.

Appreciate what the person can do. Remember that difficulties the person may be facing may stem more from society's attitudes and barriers than from the disability itself.

Be considerate of the extra time it might take for a person with a disability to get things said or done. Let the person set the pace in walking or talking.

Remember that we all have handicaps; on some of us they show.

Speak directly to a person who has a disability. Don't consider a companion to be a conversational go-between. Share eye - level.

Don't move a wheelchair or crutches out of reach of a person who uses them.

Never start to push a wheelchair without first asking the occupant if you may do so.

When pushing a wheelchair up or down steps, ramps, curbs, or other obstructions, ask the person how he or she wants you to proceed.

Don't lean on a person's wheelchair when talking.

Give whole, unhurried attention to the person who has difficulty speaking. Don't talk for the person, but give help when needed. Keep your manner encouraging rather than correcting. When necessary, ask questions that require short answers or a nod or shake of the head.

Speak calmly, slowly, and distinctly to a person who has a hearing problem or other difficulty understanding. Stand in front of the person and use gestures to aid communication. When full understanding is doubtful, write notes.

When dining with a person who has trouble cutting, offer to help if needed. (It may be easier to ask if the person would prefer to have the food cut in the kitchen.) Explain to a person who has a visual problem where dishes, utensils, and condiments are located on the table.

Be alert to possible existence of architectural barriers in places you may want to enter with a person who has a disability; watch for inadequate lighting, which inhibits communication by persons who have hearing problems.

THE EASTER SEAL SOCIETY FOR CRIPPLED
CHILDREN AND ADULTS, INC., OF VIRGINIA

PVCC

DISABILITY INFORMATION & REFERRAL FORM

STUDENT INFORMATION:

NAME_____S.S.N._____

ADDRESS_____

_____

_____

TELEPHONE_____

INITIAL CONTACT INFORMATION:

DATE_____

NAME OF INTERVIEWER_____

Description of applicant status at time of interview:

Application sent_____Yes_____No

Curriculum admission complete_____Yes_____No

Curriculum (or program interest) _____

Specific courses of interest_____

_____

_____

DISABILITY INFORMATION

Type or nature of disability_____

_____

_____

PERTINENT BACKGROUND INFORMATION:

COMMUNITY AGENCIES CURRENTLY BEING USED:

_____

_____

_____

INITIAL RECOMMENDATIONS:

1. Informational Needs: (Testing, etc.)

2. Specific types of assistance needed by student:

3. Referrals:

FOLLOW-UP:

DATE	ACTION TAKEN	INDIVIDUAL

PIEDMONT VIRGINIA COMMUNITY COLLEGE

Handicapped Placment Lunch
April 25, 1980 - Ramada Inn

AGENCIES

Chris Vuxton
Project Co-Ordinator
Projects with Industry

Marc Miller
Employment Counselor
Virginia Employment Commission

Mildred W. Spicer
Therapuetic Recreation Supervisor
Ch'ville Parks and Recreation

David J. Ruth
Placement Developer
Workshop "V", Inc.

Virginia Gollub
Placement
Workshop "V", Inc.

Harriet Payne
Job Placement Counselor
Va. Dept. of Rehabilitive Services

Kate Martin
Mental Retardation Services
Rappahannock-Rapidan
Coomunity Services Board

Louden V. Marshall, Jr.
Dir. of Administrative Services
Central Va. Community Health Center

Nancy Santilli
Epilepsy Educator
Comprehensive Epilepsy Program

Martha Ragland
Head Nurse
Comprehensive Epilepsy Program

Diana Saunders
Clinical Social Worker
Bureau of Crippled Children
The Highland Center

David W. Rodwell
Rehabilitative Counselor
Va. Dept. of Rehabilitative Services

Linda Tyree, Co-Ordinator
Children Neurology Program
Bureau of Crippled Children

SCHOOLS

Virginia Dofflemyer
Guidance Director
Albemarle High School

Pattie Watson
Special Education Teacher
P.R.E.P.

Charles Lackey, Director
Project Success
Charlottesville High School

David Pack
Guidance Counselor
Western Albemarle High School

Sylvia E. Elder
Guidance Counselor
Charlottesville High School

Laurie Cochran
Special Education Teacher
Charlottesville High School

Dick Brubaker, Counselor
William Monroe High School

Don Judy, Counselor
William Monroe High School

Jacquelyn Tulloch
Co-Ordinator of Counseling
Piedmont Virginia Community College

John Callander
Counselor
Piedmont Virginia Community College

APPENDIX-J

SPECIAL NEEDS FOR SPECIAL PEOPLE

A Federally Funded Program for Improving
Vocational Guidance and Counseling for the Handicapped

PVCC has been given a grant through the Virginia Department of Vocational Education to fund the Special Needs for Special People project on campus. The project has three major objectives to help improve services to the handicapped both through the college and the surrounding community. The objectives of the project are as follows:

1. To provide an opportunity for key faculty, staff, counselors and students to experience and learn appropriate techniques to communicate with, and heighten their awareness of, handicapped individuals.

2. To develop a method of identifying handicapped students and to formulate an early notification process for faculty to aid in the students smooth transition into their chosen curriculum.

3. To investigate the need for a co-ordinated community effort in the vocational placement and referral of handicapped individuals.

Objective number three (#3) speaks directly to the community and to helping professionals in particular. We plan to have a luncheon for area professionals in such organizations as the Virginia Employment Commission, Workshop V, the Department of Vocational Rehabilitation, the Virginia Association of Rehabilitative Facilities and area school systems.

At least one counselor from each local school would be invited as well as the other professionals from placement facilities. The purpose of the meeting would be to access the need for a co-ordinated effort for handicapped placement and referral services.

Piedmont Virginia Community College, Route 6, Box 1A, Charlottesville, Va. 22901, Tel. (804) 977-3900

PIEDMONT VIRGINIA COMMUNITY COLLEGE

Handicapped Placement Lunch
April 25, 1980 - Ramada Inn

TENTATIVE AGENDA

10:30-11:00	Coffee and Donuts
11:00-12:00	Introduction to Program
12:00-1:00	Lunch
1:00-1:45	Small Group Discussion and Work Session
1:45-2:30	Final Discussion and Evaluation

----------PLEASE DETACH AND MAIL BEFORE APRIL 7th----------

Placement Lunch Confirmation

Name of Organization _____

Address _____

_____

Phone _____

Name of Representative Attending Meeting:

_____ Title _____

☐ Check here if you are unable to send a representative

PIEDMONT VIRGINIA COMMUNITY COLLEGE
DIVISION OF STUDENT SERVICES
COURSE EVALUATION
GENL 100

_____ _____
Course Quarter

Instructor/Counselor: _____

Answers to the following questions will be used to evaluate this course. Your candid opinions will be appreciated:

1. Were the objectives of this course clear? _____Yes _____No

2. To what extent do you feel the objectives of this course have been/are being accomplished? _____Completely _____Somewhat _____Not at all

3. Is the amount of work required appropriate for the credit received?
_____Too much work _____Amount of work just _____Too little work
Comments:

4. Would you recommend this course to other students: _____Yes _____No
Comments:

5. Considering everthing, how would you rate this course?
_____Excellent _____Good _____Fair _____Poor
Comments:

6. The most valuable part (activity, information, etc.) of this class was:
_____
_____
_____

7. The least valuable part (activity, information, etc.) of this class was:
_____
_____
_____

8. To improve this class I would suggest: _____
_____
_____
_____

At one point in the past, students received letter grades for GENL 100. For the past two years students have received course credit with "PASS" or WITHDRAWN." We are currently trying to select the "best" grading system and would like to respond to student opinion. Please give us yours!

I would prefer:

_____Grades of Satisfactory or Withdrawal

_____Grades of A,B,C and Withdrawal

_____Other system: _____
(Describe)

Comments: _____
_____

Revised 9/79

APPENDIX-N

PIEDMONT VIRGINIA COMMUNITY COLLEGE
DIVISION OF STUDENT DEVELOPMENT
Counselor/Leader Evaluation
1979-80

Course _____ Date _____

Name of Counselor _____

In your responses to the questions below, please express your opinion about the quality of leadership you have experienced in this class or seminar. Circle the number that indicates the extent to which you view these statements as accurate descriptions of this counselor.

THE COUNSELOR:	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Is adequately prepared for seminar sessions or workshops.	1	2	3	4	5
2. Informs students of grading policy at beginning of seminar of workshop.	1	2	3	4	5
3. Informs students of office location, appointment procedures and availability of help.	1	2	3	4	5
4. Encourages all students to express feelings/thoughts or opinions during discussions.	1	2	3	4	5
5. Listens attentively to students.	1	2	3	4	5
6. Gives adequate explanation or instruction for activities and/or exercises.	1	2	3	4	5
7. Helps students understand the objectives of the seminar.	1	2	3	4	5
8. Understands and appreciates the thoughts and feelings of the members of the seminar.	1	2	3	4	5

PLEASE INDICATE THE EXTENT TO WHICH THE ACTIVITIES OR INFORMATION IN THIS SEMINAR HAVE BEEN RELEVANT TO YOUR OWN LIFE OR TO THE RESOLUTION OF YOUR PARTICULAR CONCERNS.

____Not at all relevant ____Of little relevance ____Somewhat relevant ____Very relevant

PLEASE RATE THE OVERALL QUALITY OF THE LEADERSHIP/INSTRUCTION THIS COUNSELOR HAS DEMONSTRATED.

____Poor ____Fair ____Good ____Excellent

Revised 9/79